



WILLIAMS MIDDLE

1119 North Irby street
Florence, South Carolina

| | | |
|-----------------------|---------------------|--------------|
| Grades | 7-8 Middle School | |
| Enrollment | 624 Students | |
| Principal | Leon A. McCray, Jr. | 843-664-8162 |
| Superintendent | Allie E. Brooks | 843-669-4141 |
| Board Chair | Porter Stewart | 843-669-6395 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Average | Below Average |
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | At-Risk |
| 2006 | Below Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

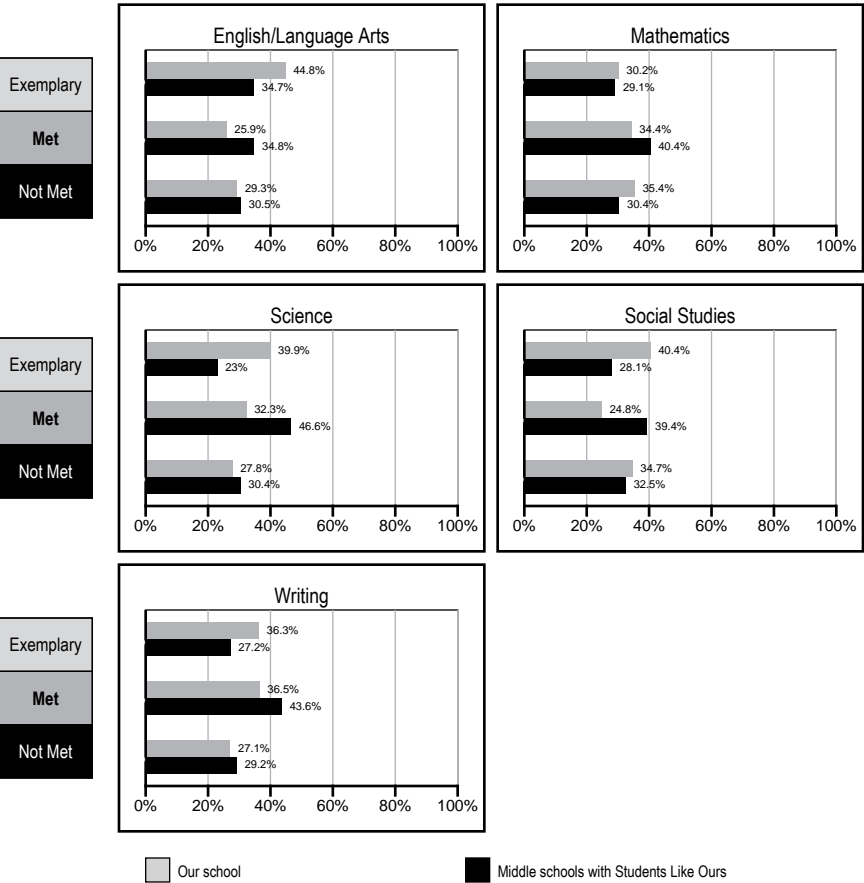
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 9 | 51 | 1 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 94.0% | 97.2% |
| English 1 | 96.0% | 98.5% |
| Physical Science | N/A | 71.7% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 95.3% | 97.3% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=624) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 20.0% | Up from 18.4% | 23.7% | 24.2% |
| Retention rate | 0.7% | Down from 2.4% | 0.7% | 0.7% |
| Attendance rate | 99.9% | Up from 95.9% | 95.6% | 95.9% |
| Eligible for gifted and talented | 4.2% | Up from 0.0% | 18.0% | 16.4% |
| With disabilities other than speech | 15.0% | Down from 16.7% | 13.7% | 12.0% |
| Older than usual for grade | 4.5% | Up from 3.8% | 2.1% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 2.6% | Down from 2.9% | 0.7% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=54) | | | | |
| Teachers with advanced degrees | 55.6% | Up from 50.0% | 59.6% | 58.5% |
| Continuing contract teachers | 68.5% | Up from 60.0% | 81.8% | 80.0% |
| Teachers with emergency or provisional certificates | 7.4% | Down from 18.8% | 2.8% | 4.0% |
| Teachers returning from previous year | 90.0% | No Change | 86.3% | 84.6% |
| Teacher attendance rate | 96.1% | No Change | 95.2% | 95.4% |
| Average teacher salary* | \$47,150 | Up 1.4% | \$46,543 | \$46,561 |
| Professional development days/teacher | 7.7 days | Up from 7.4 days | 10.3 days | 10.2 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 12.7 to 1 | Down from 15.4 to 1 | 20.8 to 1 | 21.1 to 1 |
| Prime instructional time | 95.5% | Up from 91.5% | 90.2% | 90.4% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 97.9% | 98.1% |
| Character development program | Average | Up from Below Average | Good | Good |
| Dollars spent per pupil** | \$8,754 | Up 4.1% | \$7,740 | \$7,802 |
| Percent of expenditures for instruction** | 66.0% | Down from 67.6% | 64.2% | 63.8% |
| Percent of expenditures for teacher salaries** | 64.1% | Up from 63.5% | 61.0% | 60.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Williams Middle School faculty and staff have been involved in various activities to improve student learning. Teachers have participated in both district and on site staff development activities. Many students participated in the Extended Day Program. The purpose of the program is to increase academics and PACT scores. Pass the PASS was implemented for students that were very close to making improvements on PASS. Family nights were held in conjunction with the program to increase parental involvement. Family nights afforded the program an opportunity to showcase student knowledge and talent. The Fourth Annual School Wide Showcase was held in February. It provided all students an opportunity to display their work, present a project, or participate in a performance. The Wax Museum continues to be the highlight of the evening.

The Southern Regional Education Board sponsors and improvement initiative, and since joining the Making Middle Grades Work (MMGW) initiative, Williams Middle School continues to refine its programs and improve learning. The goal of the program is to ensure that middle school students are prepared for high school courses. Williams is working to perfect Redo Café which is an important strategy of "The Power of the I." This program helps to reduce failures, ensure success, and teaches responsibility.

Williams Middle School continues to seek additional and better ways to improve academic achievement. We are striving for excellence, and we will achieve it. We ask that you assist us in this task.

Leon A. McCray, Jr.
Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 280 | 168 |
| Percent satisfied with learning environment | 83.3% | 69.2% | 80.6% |
| Percent satisfied with social and physical environment | 80.0% | 67.5% | 73.8% |
| Percent satisfied with school-home relations | 51.7% | 82.4% | 81.1% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | | |
|---|--------------|-----------------|---------------------|
| | Our District | | State |
| Classes in low poverty schools not taught by highly qualified teachers | 2.9% | | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.8% | | 5.6% |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 6.9% | 0.0% | No |
| Student attendance rate | 99.9% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 587 | 99 | 33 | 24.8 | 42.2 | 76.5 | 84.6 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 292 | 98.6 | 34.7 | 25.1 | 40.2 | 73.1 | 82.1 | 80.1 | N/A | N/A |
| Female | 294 | 99.7 | 31.4 | 24.5 | 44 | 79.8 | 87.3 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 184 | 99.5 | 17.8 | 18.9 | 63.3 | 86.1 | 90.9 | 89.6 | Yes | Yes |
| African American | 357 | 98.9 | 45.1 | 30.2 | 24.7 | 68.5 | 78.5 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 19 | 100 | N/A | N/A | N/A | 100 | 95.3 | 92.7 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 85.7 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | 93.8 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 83 | 98.8 | 70.7 | 17.3 | 12 | 41.3 | 56.1 | 51.7 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 84.7 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 387 | 99.2 | 46.6 | 28.8 | 24.6 | 66.5 | 79.2 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 587 | 99.3 | 37.7 | 35 | 27.3 | 70.3 | 78.9 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 292 | 99 | 38.6 | 30.9 | 30.5 | 68.8 | 77.1 | 78.4 | N/A | N/A |
| Female | 294 | 100 | 36.8 | 39 | 24.2 | 71.8 | 80.8 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 184 | 100 | 18.2 | 34.8 | 47 | 85.6 | 88.2 | 87.8 | Yes | Yes |
| African American | 357 | 98.9 | 52.5 | 36.1 | 11.4 | 58.6 | 69.8 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 19 | 100 | N/A | N/A | N/A | 100 | 96.9 | 93.5 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 81.5 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | 93.8 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 83 | 100 | 75 | 13.2 | 11.8 | 27.6 | 46.5 | 46.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 85.6 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 387 | 99.5 | 53.2 | 35.4 | 11.4 | 57.9 | 71.5 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 434 | 99.5 | 26.2 | 32.3 | 41.5 | 73.8 | 67.8 | 67.3 |
| Gender | | | | | | | | |
| Male | 207 | 99 | 29.7 | 29.7 | 40.5 | 70.3 | 68.4 | 66.9 |
| Female | 227 | 100 | 22.9 | 34.8 | 42.4 | 77.1 | 67.2 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 144 | 100 | 11.3 | 21.3 | 67.4 | 88.7 | 82.4 | 79.6 |
| African American | 259 | 99.2 | 37 | 41.3 | 21.7 | 63 | 53.3 | 49.7 |
| Asian/Pacific Islander | 12 | 100 | N/A | N/A | N/A | 100 | 86.7 | 84.4 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 70.9 | 59.4 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 76.9 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 61 | 96.7 | 69.1 | 16.4 | 14.5 | 30.9 | 42 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 70.1 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 286 | 99.3 | 38.9 | 41.5 | 19.6 | 61.1 | 57 | 55.4 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 431 | 99.5 | 33.6 | 24.7 | 41.7 | 66.4 | 71 | 70.9 |
| Gender | | | | | | | | |
| Male | 224 | 99.6 | 35.7 | 21 | 43.3 | 64.3 | 70.6 | 70.1 |
| Female | 207 | 99.5 | 31.3 | 28.7 | 40 | 68.7 | 71.4 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 131 | 100 | 23.4 | 16.4 | 60.2 | 76.6 | 80.2 | 79.2 |
| African American | 268 | 99.6 | 42.5 | 31.2 | 26.3 | 57.5 | 62.1 | 58.4 |
| Asian/Pacific Islander | 15 | 100 | N/A | N/A | N/A | 100 | 91.2 | 86.8 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 68.8 | 68 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 64 | 100 | 67.2 | 19 | 13.8 | 32.8 | 45.8 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 6 | I/S | I/S | I/S | I/S | I/S | 73.6 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 291 | 99.7 | 46.5 | 30.6 | 22.9 | 53.5 | 62.2 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 592 | 97 | 26.5 | 36.9 | 36.7 | 73.5 | 73 | 72.1 | 99.9 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 299 | 97 | 34.9 | 34.2 | 30.9 | 65.1 | 66 | 65.2 | 99.9 | 95.6 |
| Female | 293 | 96.9 | 18.1 | 39.5 | 42.4 | 81.9 | 80.3 | 79.2 | 99.9 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 186 | 97.3 | 13.9 | 35.6 | 50.6 | 86.1 | 81.4 | 80.8 | 99.9 | 95.6 |
| African American | 359 | 96.7 | 35.6 | 40.9 | 23.5 | 64.4 | 64.8 | 59.7 | 99.9 | 95.8 |
| Asian/Pacific Islander | 19 | 100 | N/AV | N/AV | N/AV | 100 | 90.1 | 87 | 99.9 | 97.5 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 69.7 | 64.6 | 99.9 | 94.9 |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | 76.5 | 73.4 | 99.9 | 97 |
| Disability Status | | | | | | | | | | |
| Disabled | 88 | 86.4 | 73.6 | 20.8 | 5.6 | 26.4 | 30.8 | 27.7 | 99.9 | 94.7 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 66.7 | 63.7 | 99.9 | 96.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 394 | 95.9 | 37.3 | 42.9 | 19.8 | 62.7 | 64.9 | 61.9 | 99.9 | 95.3 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 336 | 97.3 | 29.2 | 29.5 | 41.3 | 70.8 |
| | 8 | 322 | 95.7 | 32.7 | 37.1 | 30.2 | 67.3 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 284 | 98.6 | 31.3 | 26.3 | 42.4 | 68.7 |
| | 8 | 303 | 99.3 | 34.6 | 23.4 | 42 | 65.4 |
| Mathematics | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 336 | 96.7 | 27.3 | 40.2 | 32.5 | 72.7 |
| | 8 | 322 | 96.6 | 44.6 | 35.1 | 20.3 | 55.4 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 284 | 99.3 | 38.4 | 32.3 | 29.3 | 61.6 |
| | 8 | 303 | 99.3 | 37.1 | 37.4 | 25.5 | 62.9 |
| Science | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 336 | 96.1 | 30.7 | 32.8 | 36.6 | 69.3 |
| | 8 | 152 | 96.7 | 44.4 | 34.8 | 20.7 | 55.6 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 282 | 100 | 26.1 | 34.5 | 39.4 | 73.9 |
| | 8 | 152 | 98.7 | 26.2 | 28.4 | 45.4 | 73.8 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 335 | 95.8 | 41.1 | 24.2 | 34.7 | 58.9 |
| | 8 | 160 | 93.1 | 30.8 | 50.4 | 18.8 | 69.2 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 282 | 99.3 | 37.4 | 23.3 | 39.3 | 62.6 |
| | 8 | 149 | 100 | 26.6 | 27.3 | 46.2 | 73.4 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 338 | 94.7 | 31.8 | 33.9 | 34.3 | 68.2 |
| | 8 | 328 | 94.5 | 34.8 | 38.7 | 26.6 | 65.2 |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 286 | 96.9 | 27.4 | 35 | 37.6 | 72.6 |
| | 8 | 306 | 97.1 | 25.5 | 38.7 | 35.8 | 74.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample